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ABSTRACT

The handbook was intended to help teachers of pupils with emotional and/or behavioral disorders teach daily living and coping skills. An initial section describes basic assessment and intervention strategies, noting the use of a social/emotional objectives checklist and a sample affective unit on living with fear. The checklist is presented with objectives listed for self-concept, self-esteem, social skills, work habits and organization, and problem solving and decisionmaking. Chapter 2 addresses surviving school outside the special education classroom, listing goals for appropriate mainstream behavior and extracurricula participation. Chapter 3 briefly examines decision making as a problem solving strategy. A discussion of role playing in the classroom is followed by a review of behavior management systems, including point systems, contracts, notebooks, and behavior tallies. A list of 28 resources concludes the document. (CL)

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SPECIAL EDUCATION HANDBOOK
FOR
SECONDARY
SIGNIFICANT IDENTIFIABLE EMOTIONAL OR BEHAVIORAL DISORDERS
(SIEBD)

Prepared and Produced
in the
Department of Special Education
James M. O'Hara, Executive Director

Division of Education
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Foreword

The Special Education Secondary SIEBD Handbook was developed for teachers of pupils with emotional and/or behavioral disorders. The purpose of the handbook is to assist teachers in providing pupils with the skills and attitudes necessary for coping flexibly and realistically with life situations. The contents include a social/emotional behavior checklist, activities for planning interventions of target behaviors, a format for developing an affective unit and behavior management strategies.

The strength of the handbook rests on the collaborative efforts of the curriculum committee. Teachers are often their own best resource. Yet seldom do we make time to share ideas or to offer each other support. As a committee of teachers with diverse backgrounds and differing approaches to education, we discovered the value of sharing our experiences and together developing methods for teaching emotionally and/or behaviorally disordered pupils. We hope that the handbook will provide a springboard of ideas for teachers in the development of their own affective educational programs.

Special Education Handbook

for

Secondary

Significant Identifiable Emotional and/or Behavioral Disorders

(SIEBD)

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1 Identifying Social/Emotional Objectives And Planning Intervention Strategies

Introduction

The more precisely a teacher is able to describe a pupil's behavioral strengths and weaknesses, the more likely it is that appropriate and effective intervention strategies may be identified. The information in the following chapter is intended to aid the teacher in the identification of problem behaviors and in the organization and implementation of an educational program based on a pupil's needs. Included in this chapter are: 1) Social/Emotional Objectives Checklist; 2) Idea Starters; 3) Developing An Affective Unit; and 4) A Sample Affective Unit: Living With Fear.

No checklist can adequately reflect the complexities of human behavior evidenced by an individual. Behaviors are not easily isolated from each other and organized into separate categories. However, a checklist may provide a focus for observing behaviors and, therefore, may begin to organize the observer's perception of a pupil's strengths and weaknesses.

The "Idea Starters" are a sampler of possible methods and activities which address individual social/emotional objectives. It is hoped that the sample ideas will foster other ideas which may be more appropriate for an individual pupil in a particular situation. In "Developing An Affective Unit" a format for developing a lesson or unit is provided. Not all objectives lend themselves to a lesson or unit, but are better accomplished through other methods (for example, direct counseling or behavior modification). However, it is often possible to create an affective lesson or unit around a central theme. The lesson may be mostly affective in content and activities, or it may incorporate both academic and affective objectives, content, and activities. For example, an

affective unit may center around a topic such as coping with fear, developing communication skills, or making decisions. An academic unit may focus on learning about government and law, yet it would also incorporate the affective goals of dealing appropriately with authority figures, accepting responsibility for actions, compromising to resolve conflicts, and exhibiting acceptable behavior in public. "Living With Fear" is a sample unit which follows the suggested format for affective lesson development.

Directions for Completing the Social/Emotional Objectives Checklist

The checklist is intended to be used flexibly by the teacher as an aid in planning goals, objectives, and intervention strategies. It does not represent a psychological assessment. Teachers may respond only to certain sections or to selected objectives within several sections. The objectives may be qualified or otherwise altered at the discretion of the teacher. The order of the objectives does not imply a developmental sequence.

In using the checklist, a checkmark is placed in the most appropriate column next to the objective. Classroom observation, conferences with the pupil, the parents, social worker, psychologist, other teachers and the pupil's file are sources of information that might be helpful in completing the checklist. For an extension of objectives into the earlier developmental stages, refer to the Total Learning Center Handbook. Once completed, look for possible patterns of strengths and weaknesses. One caution: it is sometimes difficult to ascertain which behaviors are actually being exhibited. For example, is telling the truth a problem area, or is the problem distinguishing fantasy from reality? The checklist may in some cases provide a source of questions to investigate rather than reveal a behavior pattern. Also, it is important to remember that a behavior for one pupil may be perceived as positive, but for another, the same behavior may be perceived as negative. If appropriate, it may be a useful learning exercise for the pupil to complete the checklist.

Once problem areas have been identified, goals and objectives can be determined. The teacher must then plan a program to reach the stated goals and objectives. It is recommended that the teacher select for intervention only one or two problem behaviors at a time. Focusing on a specific behavior is not only more likely to be effective, but can also be a coping strategy

for a teacher who is working with a pupil who exhibits a number of problem behaviors. Many of the objectives are intertwined and, therefore, an intervention program for a given objective may also affect other objectives. The checklist should be reviewed periodically to evaluate progress and to select further objectives for intervention.

Social/Emotional Objectives Checklist

Pupil's Name _____ Date _____

Social/Emotional Objectives	Degree of Performance				
A. Self Concept (what a person thinks about him/herself)	Major Problem	Minor Problem	Acceptable	Not Applicable	Not Known
1. accepts responsibility for personal hygiene					
2. smiles and laughs appropriately					
3. demonstrates sense of humor					
4. adjusts to a new situation					
5. tells truth					
6. distinguishes fantasy from reality					
7. makes positive comments about self					
8. identifies how others see him or her					
9. considers self as capable (realistic potential)					
10. recognizes and accepts own limitations					
11. accepts responsibility for actions (blame or credit)					
12. owns feelings (states feelings in "I" statements not "you make me angry", but "I feel angry when...")					
13. controls physical reaction when angered; e.g., striking out or withdrawal					
14. acts with age appropriate maturity					
15. refrains from using drugs or alcohol					

Social/Emotional Objectives	Degree of Performance				
	Major Problem	Minor Problem	Acceptable	Not Applicable	Not Known
B. Self Esteem (how a person feels about him or herself					
1. recognizes needs					
2. expresses needs					
3. identifies own interests					
4. recognizes own feelings, emotions					
5. expresses feelings appropriately					
6. asserts self appropriately					
7. accepts compliments, praise					
8. accepts constructive criticism					
9. copes with frustrating situations					
10. takes reasonable risks					
11. separates rational from irrational fears					
12. copes with fears constructively					
C. Social Skills					
1. makes and maintains eye contact					
2. respects body space					
3. allows self to be touched					
4. appears to be aware of what is happening around self					
5. touches appropriately					

Social/Emotional Objectives	Degree of Performance				
	Major Problem	Minor Problem	Acceptable	Not Appli-Cable	Not Known
C. Social Skills (cont)					
6. approaches others in socially acceptable manner					
7. refrains from interrupting inappropriately					
8. offers help voluntarily					
9. accepts friendly teasing					
10. demonstrates acceptable impulse control					
11. disagrees politely					
12. apologizes for actions when appropriate					
13. identifies feelings/ emotions of others					
14. relates to opposite sex in appropriate manner					
15. responds to insults in a constructive manner					
16. exhibits empathy for others					
17. takes turns					
18. identifies the impact of his/her behavior on others					
19. refrains from manipulative behavior					
20. exhibits acceptable behavior in public					
21. exhibits acceptable attention getting behaviors					
22. responds appropriately to authority figures					
23. discerns inappropriate behavior of peers					
24. uses appropriate language in a given setting					

Social/Emotional Objectives	Degree of Performance				
	Major Problem	Minor Problem	Acceptable	Not Applicable	Not Known
C. Social Skills (cont)					
25. responds to peer pressure appropriately					
26. assumes leadership role in group activity					
27. tolerates differences in others					
28. recognizes and accepts limitation of others					
29. tolerates another person's view point					
30. respects property of others					
31. respects rights of others					
32. cooperates with peers in academic and non-academic activities					
33. negotiates to resolve conflict or solve a a problem					
34. cooperates with group decision despite personal disappointment					
35. refrains from fighting					
36. tolerates appropriate actions of others					
37. identifies others who can be supportive					
D. Communication Skills					
1. returns greeting					
2. answers when spoken to					
3. identifies social cues in body language					

Social/Emotional Objectives	Degree of Performance				
	Major Problem	Minor Problem	Acceptable	Not Applicable	Not Known
D. Communication Skills (cont)					
4. demonstrates appropriate cues in body language					
5. makes positive comments					
6. initiates conversation with peers					
7. initiates conversation with adults					
8. carries on a conversation					
9. listens to others					
10. says "no" when appropriate					
11. disagrees politely					
12. expresses self in tactful manner					
13. refrains from making "killer statements"					
14. makes "builder statements" e.g., "I like how you did that."					
15. responds to peers politely					
16. responds to adults politely					
17. identifies meanings in various pitches and tones of voice (anger, apology, urgency, etc.)					
18. conveys various communications through tone, volume, and pitch of voice					
19. checks understanding of what was said					
E. Work Habits and Organization					
1. attends class regularly					
2. attends class on time					

Social/Emotional Objectives	Degree of Performance				
	Major Problem	Minor Problem	Acceptable	Not Applicable	Not Known
E. Work Habits and Organization (cont)					
3. brings materials to class					
4. stays in seat					
5. attends to work					
6. follows directions					
7. asks questions					
8. asks for assistance appropriately					
9. accepts assistance					
10. works independently					
11. works patiently					
12. controls distractibility					
13. completes assigned tasks					
14. performs assigned duties					
15. contributes to class discussion in a positive manner					
16. takes pride in work (neatness, completeness)					
17. monitors (checks) own errors					
18. tries a new task willingly					
19. manages time					
20. follows class rules					
F. Problem Solving and Decision Making					
1. identifies problems					
2. considers alternatives					

Social/Emotional Objectives	Degree of Performance				
	Major Problem	Minor Problem	Acceptable	Not Applicable	Not Known
F. Problem Solving and Decision Making (cont)					
3. anticipates consequences					
4. sets realistic goals					
5. makes conscious decisions					
6. develop plan of action for following through on a decision					
7. follows through on decision					
8. accepts consequences of a decision					
9. evaluates actions					
10. draws conclusions					
11. makes inferences					
12. cooperates with another individual or with a group to solve a problem					

Idea Starters

One or two objectives were selected from each category of behaviors on the Social/Emotional Objectives Checklist to serve as examples for planning intervention activities. The activities listed for each objective are meant to provide a starting place for the teacher to begin thinking about and planning appropriate activities to meet the targeted objectives selected for an individual pupil or group of pupils. The ideas were brainstormed by a committee of teachers who will confirm that five heads are better than one. By sharing ideas with each other we were more creative and more productive. The committee recommends that teachers form their own teams (with department members or simply with friends) whenever possible for sharing ideas. The following ideas will need adapting to a given grade level and situation.

Goal A: The pupil will improve his/her self-concept.

Objective #1: The pupil will increase responsibility for personal hygiene.

Activity: Have the pupil (or group of pupils) write a commercial selling some physical hygiene product.... shampoo, soap, toothpaste, deoderant, laundry detergent. The assignment is to sell the product by identifying the need for the product and pushing its use.

Objective #11: The pupil will increase the acceptance of responsibility for his/her own actions.

Activity: The following interaction is presented as a desired goal for the teacher and pupil to reach. It may take time and considerable practice for the exercise

to flow this smoothly.

Have the pupil turn "blame" statements into first person statements by asking leading or guiding questions. For example:

Pupil: "Mr. Jones got me into trouble."

Teacher: "How (or why) did he get you into trouble?"

Pupil: "Because he told the counselor I was smoking."

Teacher: "Who was smoking?"

Pupil: "I was smoking."

Teacher: "Who got into trouble and why?"

Pupil: "I got into trouble for smoking."

Goal B: The pupil will improve his/her self-esteem.

Objective #7: The pupil will increase acceptance of compliments and praise.

Activity: Have the pupils work in pairs: one writes list of compliments in complete sentences; the other an accepting and non-accepting response to each compliment. Students then practice complimenting and responding verbally, using the written ideas. A follow-up class discussion could deal with such questions as "Is accepting a compliment the same as bragging?" or "How does it feel when a compliment is denied?

Goal C: The pupil will improve his/her social skills.

Objective #12: The pupil will identify feelings/emotions of others.

Activity: Have the pupil select an emotion from many emotions previously written on the board and express it non-verbally while other pupils guess which emotion is being acted out; e.g., anger, boredom, anxiety, love, confusion, sympathy, etc.

Activity: Present photographic examples of various facial expressions or body language demonstrating various emotional states. Have the pupil(s) identify how the person pictured may be feeling. This may also be done with voice recordings. For variation, pair visual expression with auditory expression by having the pupil(s) match the two. Pupils may also role play the identified emotions. Discuss how different people express emotions differently and, therefore, how it can be difficult to pinpoint how or what an individual is feeling.

Objective #28: The pupil will improve cooperation with peers in class activities.

Activity: Structure an exercise in which each of several pupils is responsible for learning a task or part of a lesson, but that in order to pass a test, complete an assignment, or complete a project, the information learned by each pupil must be shared with the other pupils.

Goal D: The pupil will improve communication skills.

Objective #8: The pupil will improve listening skills.

Activity: During a structured debate, a class discussion, or a personal disagreement, have each pupil first repeat what the other person said (shows listening), then paraphrase the comments in his/her own words (shows understanding). This can be a cumbersome and frustrating experience. Patience is required; it pays off! It helps to make the exercise into a game.

Objective #16: The pupil will identify meanings in various pitches and tones of voice.

Activity: Make a list of statements that can have more than one meaning depending on how the statement is said. Have the students identify the meaning of the statements as they are read with various tones/pitches. Then have the students list their own statements and read them in the same manner.

Goal E: The pupil will increase efficient work habits and personal organization.

Objective #17 The pupil will monitor his/her own errors.

Activity: Have the pupil write the assignment on every other line. When the rough draft (rough needs to be stressed) is finished, have him/her ask the COPS questions: Capitals? Overall appearance? Punctuation? Spelling? Then give the paper to another student for a double check (sometimes pupils work harder for each other than for teachers). Then have him/her rewrite the assignment with corrections. (See pupil

handout in "Surviving School Outside the Soecial Education Classroom")

Objective #10: The pupil will increase amount of time working independently.

Activity: Decrease the amount of aid and reinforcement offered to the pupil in successively larger increments. Begin to return the queston of how well a task is completed by asking the pupil questions such as: "Is this a good sample of what you can do?" "Are you satisfied with your work?" "What grade would you give yourself?" It is important to be sure the pupil understands that the questions are not judgmental on the teacher's part.

Goal F: The pupil will improve problem solving and decision making skills.

Objective #4: The pupil will begin to set realistic goals for vocational (career) training.

Activity: Have the pupil follow the process outlined in "Decision Making As A Problem Solving Strategy." Once a vocation or training program possibility has been decided, have the pupil investigate the vocation by designing an interview questionnaire and then interviewing several persons in that vocation. Then have the pupil visit a school or center which offer training for the vocation. A summary essay can be written using the gathered information.

Developing An Affective Unit

The following steps may be useful in developing and planning a lesson or unit centered around the affective needs of a special education pupil or group of pupils:

- State the rationale. What are the presenting problems? Why should the problems be addressed?
- Identify the goal. What needs to be taught?
- Identify the objectives. How can the goal be accomplished?
- Brainstorm strategies for teaching to the goal and objectives, including resources (material and human) and activities. Enlist anyone you can to help brainstorm ideas: administrators, teachers, parents, social worker, nurse....)
- Organize the brainstormed ideas in order of presentation, eliminating any that do not seem appropriate.
- Collect material resources and contact human resources.
- Teach the unit. Make changes as necessary. It takes time to eliminate the bugs. The unit may be taught in several successive days, for part of the class time each day, or once a week for several weeks.
- Evaluate the unit. Some units lend themselves to pre- and post-testing. Others can be evaluated by daily assignments and discussions.

A Sample Affective Unit

Living With Fear

Rationale: We all have fears and, of course, a certain amount of fear is healthy. Occasionally, however, a fear can adversely control one's actions, relationships and emotional well being. Learning to control or cope with fear can free a person to have more positive interactions and to have a more realistic, productive view of life.

Goal: To cope with fear constructively (See Social/Emotional Behavior Checklist A. Self Esteem, Objective #9).

Objectives:

The pupil will

State why and how fear is useful

Accept fear as a universal experience

Analyze why fear is "enjoyed"

Distinguish between realistic and unrealistic fears

Establish a plan for coping with at least one fear.

Activities:

1. Read a scary, short story to pupils.
2. Discuss what scary movies the pupils have seen lately.
3. Discuss why people "enjoy" scary stories, movies, books.
4. Develop individually or as a class a list of rational and irrational fears.
5. Define by consensus what a rational and an irrational fear is.

6. Fill out a checklist of common fears and discuss which fears and degrees of fear can be useful and which can be harmful. (A sample checklist is provided, or use the list developed by the pupils.)
7. Project what fears a 2, 5, 10, 15, 25 year old person might have.
8. Collect newspaper articles, stories on other cultures, countries, etc. and begin making a list of fears that other people may have (e.g.; starvation, secret police....)
9. Develop a questionnaire with items on typical fears or worries (e.g.; Are you afraid of heights? Do you worry about dying? Do you wear seat belts? Do you walk under ladders?).
10. Interview a given number of people with the questionnaire (great for encouraging interpersonal interactions and practicing approaching people)
11. Read several short, scary stories and analyze the elements of the story: how the characters are developed, setting, plot, build up, suspense, climax, ending (many high interest, low vocabulary books are available for poor readers.)
12. Write a short, scary story of your own.
13. Research phobias in the library; what is a phobia, example of phobias, treatment of phobias.

14. Write an essay on the subject of fear; e.g., phobias superstitions, witchhunts, prejudice.

15. Invite a psychologist to class to discuss fear and methods of dealing with fear (e.g., desensitization).

16. Identify three fears of your own, select one and develop plan for coping with it.

17. Evaluate your success in coping with the selected fear.

Resources: Check your school's IMC, the Professional Library, the Instructional Resource Center, and the Public Library for books, magazines, and movies.

(Sample Checklist)

What Do You Fear?

Directions: Check the appropriate box (1 means major heartstopping fear and 5 means absolutely no fear - 2, 3, 4 are in the middle somewhere) to indicate your fear level.

Fears	Fear Rating				
	1	2	3	4	5
1. Fire					
2. Open wounds (on yourself)					
3. Being alone					
4. Speaking in public					
5. People who seem insane					
6. Falling					
7. Drowning					
8. Failing					
9. Strangers					
10. Birds					
11. Flying insects					
12. Shots					
13. Wind					
14. Cats					
15. Enclosed places					
16. Teachers					
17. Spiders					
18. Thunderstorms					
19. Snakes					
20. Cemeteries					

Fears	Fear Rating				
	1	2	3	4	5
21. Death of a loved one					
22. Dark places					
23. Being with a member of the opposite sex					
24. Losing a job					
25. Doctors					
26. Being poor					
27. Tough-looking people					
28. Dead animals					
29. Guns					
30. Dirt					
31. Crawling insects					
32. Fights					
33. Handicapped people					
34. Criticism					
35. Elevators					
36. Sick people					
37. Arguing					
38. Closets					
39. Dentists					
40. Entering a room where people are already seated					
41. Imaginary creatures					
42. School					
43. Car accidents					
44. Rejection					

Fears	Fear Rating				
	1	2	3	4	5
45. Medical odors					
46. Being ignored					
47. Disapproval					
48. Lightning					
49. Losing control					
50. Traveling alone					
51. Traveling through tunnels					
52. Traveling over bridges					
53. Being a leader					
54. Swimming					
55. Illness					
56. Police					
57. Illness or injury to loved ones					
58. Dead people					
59. Suffocating					
60. Being a passenger in an airplane					
61. Worms					
62. Arguing with parents					
63. Rats and mice					
64. Hypodermic needles					
65. Death					
66. Crowded places					
67. Blood					
68. Heights					

2 Surviving School Outside The Special Education Classroom

The pupil identified as being SIEBD may adapt successfully to a small group setting in which a highly structured individualized program is developed at his or her instructional level. In the resource room, the pupil receives frequent reinforcement and immediate feedback. Most of the information is learned through reading (usually low vocabulary - high interest books), and alternatives to written exams are offered as methods to demonstrate competence. The resource room, with this specialized structure, may be the first school setting in which a pupil is successful. However, most pupils in the resource room also have classes in the regular program. In the regular classroom, lecture is often the primary source of information; written tests and papers are the most frequent form of demonstrating competence; personal reinforcement may seldom be given; and immediate feedback may be impractical. The special education teacher needs to be aware of regular classroom demands and should assist the pupil who is mainstreamed by mirroring the regular classroom expectations as much as possible. Also, whenever practical, the special education teacher should support the pupil in the regular classroom by discussing the pupil's needs with the regular classroom teacher and by suggesting adaptations and strategies to increase the pupil's potential for success.

The time spent outside of either class setting is another area of potential trouble for the SIEBD pupil. The halls, lavatories, and lunchroom are often places where the pupil has conflicts with adults and peers. This section identifies behaviors necessary for increased success in the total school setting and provides activity ideas for addressing the behaviors. The activities may need adapting to a given setting and to the maturity level of the pupil.

I. Goal: Appropriate behavior in the regular classroom

Objective: The pupil will identify, increase, and/or maintain appropriate regular classroom behavior.

Activities:

1. Identify messages contained in different voice tones (i.e., a sentence said loudly, angrily, pleadingly).
2. Discuss and role play attitudes that body language can reflect.
3. Practice recognizing and communicating different emotions with facial expressions (i.e., boredom, anger, excitement).
4. Identify and label feelings toward regular classes and discuss personal ways of overcoming negative feelings and strengthing positive feelings (i.e., positive, silent verbalizations like, "I can do it" or "I will be quiet.").
5. Identify optimum place to sit in classroom for success (generally in the front center).
6. Role play behavior options to situation where pupil is frustrated with assignment.
7. Discuss how to ask the regular teacher questions in appropriate manner (try role playing this).
8. Identify one or two target behaviors for improvement (i.e., increasing attendance, staying on task, asking questions, bringing materials to class).
9. Chart own or a partner's positive and/or negative behavior in the regular classroom (i.e., punctuality, calling out, staying on task).

10. Contract for reinforcement for appropriate behavior (include the regular teacher's input into the contract).

II. Goal: Increased academic success in the regular classroom

Objective: The pupil will increase capability to profit from the regular program.

Activities:

1. List expectations of what is expected behaviorally and academically in the regular classes.
2. Structure an activity for the pupil to draw a profile of his/her own strengths and weaknesses to share with the regular teacher.
3. Discuss what pupil will be expected to learn.
4. Mirror expectations in the resource room as closely as possible to the regular education classroom (i.e., bring own materials, paper heading, in seat when bell rings, academic assignments in class and for homework).
5. Present selected materials to be learned through lectures; require note taking.
6. Use materials (textbooks, notebooks) from regular class in resource room as much as possible.
7. Switch teaching classes for a period with teacher who will be receiving special education pupil.
8. Arrange for a pupil to visit the regular classes before enrolling.
9. Pinpoint basic skill objectives for a pupil from the Instructional Skills Guide for the regular teacher.

10. Maintain a calendar for due dates on assignments, appointments, etc.

11. Maintain a notebook where appropriate for each class which contains sections for class notes, assignments, graded papers, etc.

12. Develop and use personal strategy for organizing lectured academic material (i.e., compare own outline of notes with the teacher's, review content of a lecture with special education teacher, record lectures on tape, summarize main idea of lecture, compare notes with a fellow pupil).

13. Develop and use learning strategies for reading material, i.e.:

    a. SQ3R

        Survey: Flip through the pages and...

        Question: Ask questions, why this picture? Wonder what they mean by this title?

        Read: Read the material.

        Recite: Recite what you learned to the wall, the dog or whoever is around.

        Review: Review the material.

    b. Reciprocal questioning

        1) The teacher and pupil read the same material silently.

        2) The pupil asks the teacher all the questions that he can remember.

        3) The teacher asks the pupil questions about the material.

c. Multipass

1) Flip through the material, read the headings.

2) Flip through it again, look at the pictures, graphs.

3) Flip through again looking at italicizied words.

4) Stop flipping and read it!

d. Outline Wheel (See pupil handout)

14. Develop and use test taking strategies; i.e.:

a. SCORER

Schedule your time.

Locate and underline Cue word.

Omit difficult questions (for now).

Read carefully.

Estimate your answer, then answer the question.

Review your work.

b. MOP

Before the test write all Memorized information on the back of the test.

Read the test and Order the questions as to which questions weigh more - answer them first.

Establish Preparation time limit for each question.

15. Develop and use writing strategies; i.e., Hamburger Essay, Error Monitoring in writing (see pupil handouts).

NOTE: Multipass, Reciprocal Questioning, Error Monitoring in Writing, SCORER, and MOP are from the Institute of Learning Disabilities, University of Kansas.

16. Adapt classroom materials for the pupil. For example, follow these steps adapted from a Denver Public Schools CORE project:

a. Read the material through and note any words that might give your pupils difficulty. Write these words down and, if practical, write the sentences from which they came.

b. Analyze the structure of the material. How are the ideas presented? What is the format and the language structure of the material; i.e., poetry, flashbacks in a narrative, factual or opinion based, satirical?

c. Consider a method for teaching an outline of the main ideas and/or the sequential order of events.

d. Analyze the concepts which the material covers. Does your vocabulary list correspond to them? Is there any more vocabulary needed to understand the concept? Is it necessary to understand preliminary concepts first, and if so, are they understood?

e. Determine a way to check on the understanding of a concept.

f. Of the options available to present the material, what would be most effective for the pupil(s); i.e., a reading assignment? A listening assignment? A discussion? Combinations of presentations?

g. Is there a thought process critical to the total understanding of the material that needs to be taught first; (i.e., formation and testing of a hypothesis is the basis of a science experiment)?

h. How can understanding of the material be checked?

17. Provide the "Clear Teacher Checklist" to teachers as a source of feedback on how clear the teachers are to their pupils. The same tool could be distributed to pupils in your classes to provide feedback to you also. (See pupil handout).

III. Goal: Appropriate behavior outside classroom setting

Objective: The pupil will identify, increase and/or maintain appropriate behavior in non-classroom settings (hallways, restrooms, lunchrooms, office, school grounds, and on the bus.)

Activities: 1. Develop a list of appropriate and inappropriate behaviors for a given setting.

2. Identify hidden agendas for inappropriate behavior (i.e., attention getting, insecurity, anger).

3. Discuss the consequences of inappropriate behavior (i.e., appearing ridiculous, suspension, accidents, tardiness....).

4. Observe, record and discuss inappropriate behaviors of other pupils (i.e., chart incidence of crowding in the lunch line for a given time period).
5. Role play appropriate and inappropriate behavior and discuss consequences for behaviors.
6. Videotape role playing.
7. Identify one or two target behaviors that seem to lead to trouble.
8. Chart own or another's behavior outside of classroom.
9. Contract for reinforcement/consequences on a selected target behavior.
10. Interview school related adults about their jobs.
11. Analyze why people work and the problems and benefits of their jobs.
12. Role play job positions held by school related adults interacting with unruly student (i.e., office, lunchroom, or custodial staff).
13. Discuss general economic consequences of shoplifting lunchroom items (i.e., raises cost of items).

14. Identify school personnel and/or pupils who are abused by pupils, and discuss how and why they are abused and what could be done to make their day a little better.

15. Discuss how every behavior is a decision that has been made subconsciously or consciously (follow the decision making format in "Decision Making as a Problem Solving Strategy")

16. Write a story, essay, or poem around any of the listed activities (i.e., the consequences of a misbehaving student, the feelings of an abused peer or adult).

IV Goal: Increased participation in extracurricular activities

Objective: The pupil will improve self image, increase appropriate peer contact and develop hobbies, interests, and skills for leisure time activities.

Activities: 1. Discuss rationale for participation (i.e. meet new people, make friends, enjoyment, sense of identification with school, develop new skills and interests).

2. List all extracurricular activities that occur during the semester and discuss the pros and cons of participating for each activity.

3. Have student select one or two activities in which he or she might be interested.

4. Sign up! Join a club or activity. (The special

education teacher may approach the sponsor of the club to discuss special needs of the pupil.)

5. Maintain an ongoing discussion of the activities in which a student participates.
6. Write about experience.

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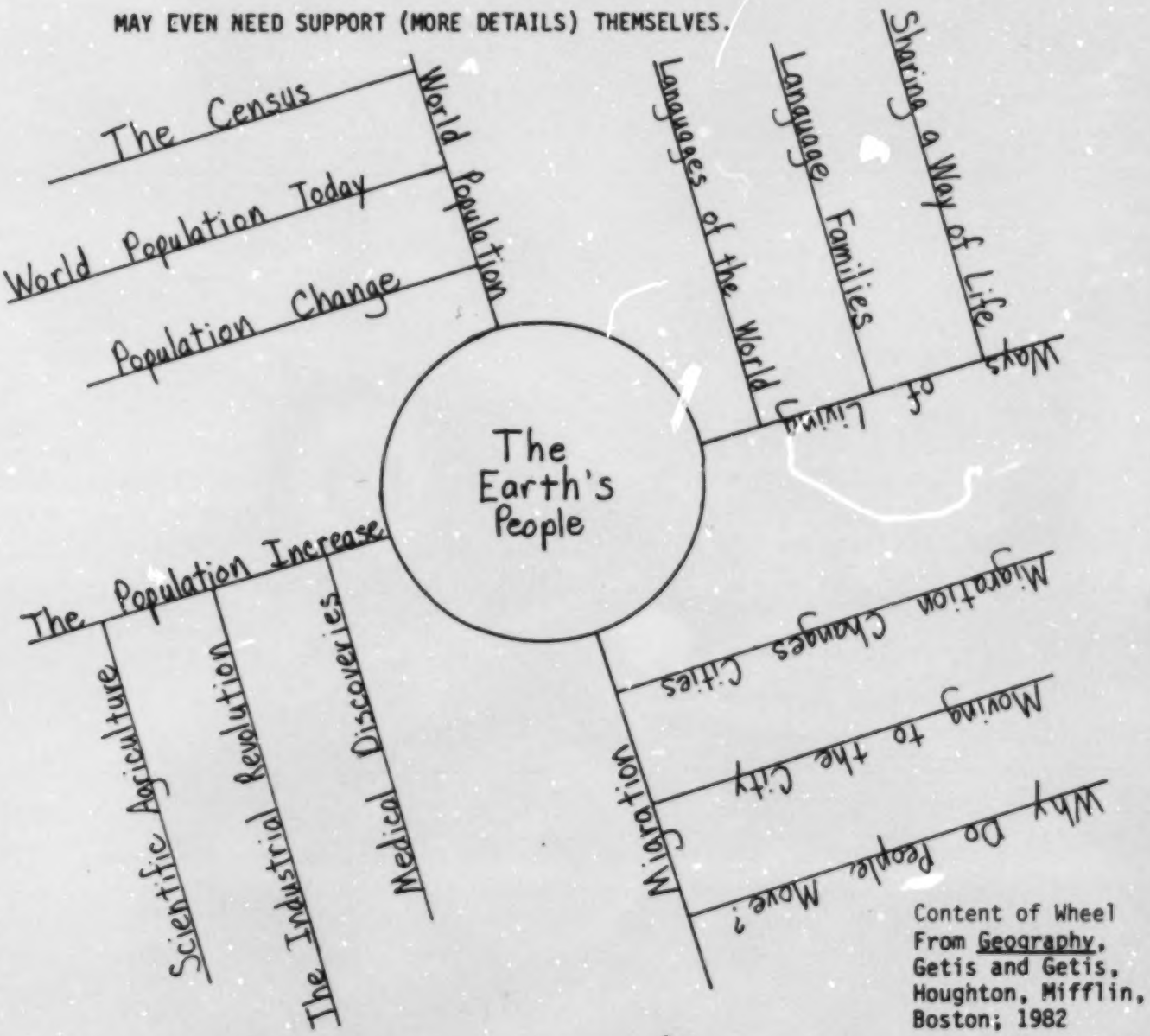
THE OUTLINE WHEEL

ORGANIZING YOURSELF

THINK OF AN OUTLINE AS A WHEEL. THE TOPIC OF YOUR OUTLINE IS AT THE HEART OF THE WHEEL - RIGHT IN THE CENTER. BUT YOUR SPOKES SUPPORT THE WHEEL. WITHOUT THEM, THE WHEEL COULD NOT FUNCTION. THE SPOKES OF YOUR OUTLINE WHEEL ARE YOUR SUPPORTING DETAILS. OF COURSE, SOME SPOKES MAY EVEN NEED SUPPORT (MORE DETAILS) THEMSELVES.



Content of Wheel
From Geography,
Getis and Getis,
Houghton, Mifflin,
Boston; 1982

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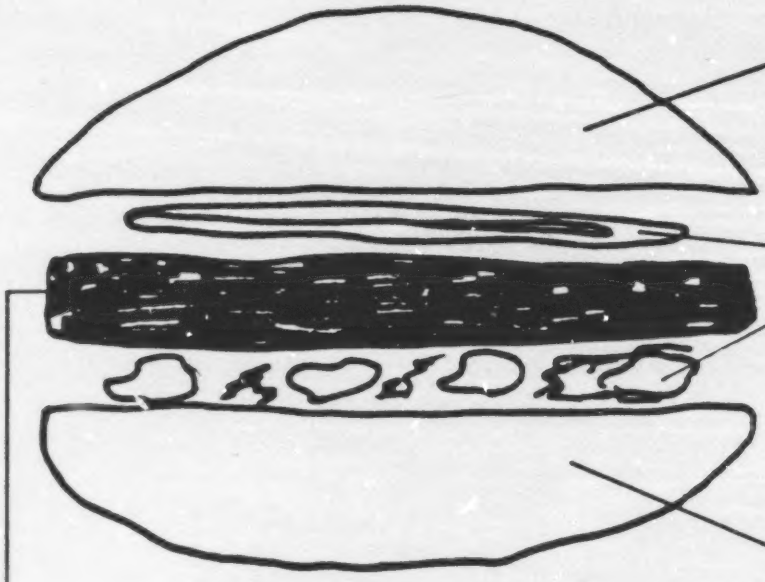
HAMBURGER ESSAY

HATE TO EAT A HAMBURGER THAT FALLS APART AS YOU BITE INTO IT? GET TIRED OF BUNS THAT DO NOT DO THEIR JOB? BORED WITH DULL, UNINTERESTING HAMBURGERS MADE OF A BUN AND A PIECE OF MEAT?

EVER READ A PARAGRAPH THAT REMINDED YOU OF A BORING HAMBURGER THAT KEEPS FALLING APART? THERE ARE PLENTY OF PARAGRAPHS AROUND LIKE THAT.

WRITING A GOOD PARAGRAPH CAN BE AS REWARDING AS MAKING A GOOD HAMBURGER.

DIAGRAM OF A GOOD HAMBURGER....
AND A GOOD PARAGRAPH



a good strong bun... and a good strong TOPIC SENTENCE

lots of pickles, onions, mustard ... and lots of interesting DETAILS

a solid, substantial bottom bun... and a strong CLOSING SENTENCE

a good juicy piece of meat... and interesting, informative CONTENT

Monitoring Your Own Errors In Writing

An essay or report is not finished until checked, doubled checked, rewritten, and checked again. Follow these steps in writing your assignments and watch your ability to write clear, neat, and meaningful papers increase.

1. Use every other line
2. Re-read your work, circle any errors or possible errors

   Ask the COPS questions (is everything right?):

   Capitalization

   Overall appearance

   Punctuation

   Spelling
3. Correct the errors you circled
4. Have someone else double check
5. Recopy neatly
6. Re-read for the final check

THE CLEAR TEACHER CHECKLIST

As your teacher, I hope I am clear. In order to improve my ability to be clear, I need your help. Below are 28 statements that describe what clear teachers do. Read each statement and place a check mark in the column that tells how often I perform the behavior that is described. In that way I will know what I do well and what I need to improve.

Put a check ✓ in one box after each statement.

As my teacher, you	All of the time	Most of the time	Some of the time	Never	Doesn't apply to our class
1. Explain things simply.					
2. Give explanations we understand.					
3. Teach at a pace that is not too fast and not too slow.					
4. Stay with a topic until we undertstand.					
5. Try to find out when we don't understand and then you repeat things					
6. Teach things step-by-step.					
7. Describe the work to be done and how to do it.					
8. Ask if we know what to do and how to do it.					
9. Repeat things when we don't understand.					
10. Explain something and then work an example.					
11. Explain something and then stop so we can ask questions					
12. Prepare us for what we will be doing next.					
13. Give specific details when teaching.					
14. Repeat things that are hard to understand.					
15. Work examples and explain them.					
16. Give us a chance to think about what is being taught.					
17. Explain something and then stop so we can think about it.					
18. Show us how to do the work.					
19. Explain the assignment and the materials we need to do it.					
20. Stress difficult points.					
21. Show examples of how to do classwork and homework.					
22. Give us enough time for practice.					
23. Answer our questions.					
24. Ask questions to find out if we understand.					
25. Go over difficult homework problems.					
26. Show us how to remember things.					
27. Explain how to do assignment by using examples.					
28. Show us the difference between things.					

"The Clear Teacher Checklist" is based substantially on research findings contained in the article by Kennedy et al in Journal of Educational Research, Sept./Oct. 1978. Printed here with permission.

3 Decision Making As A Problem Solving Strategy

Rationale: The pupil identified as being SIEBD often reacts to a situation without considering the consequences of his or her behavior. The pupil assumes that situations are beyond his or her control and does not understand that his/her behavior is a matter of choice. Therefore, the SIEBD pupil both fails to consider alternative behaviors and fails to accept responsibility for the consequences of the chosen behavior. The pupil needs guidance in understanding that s/he can, to a large degree, influence a situation by making carefully considered and effective decisions. S/he needs to know that it is possible to make responsible choices following a procedure. The model may be used with any situation involving a decision, for example, personal problems, career directions, or passing a class. It is important to use the decision making model consistently. With practice, it can become second nature to the pupil who uses it. Relating the model to academic content (for example, to a history lesson or literature) may help the pupil understand, appreciate, and use the process. For example, ask the pupil what s/he would have decided if s/he were President Kennedy during the Cuban Missile Crisis; or interrupt a short story before the climax and ask what s/he would do in the character's place. In making long term decisions, for example, whether to continue with school or not, evaluating the actual outcome of a given decision is not feasible. The exercise, in this case, will end with the evaluation of the possible consequences of the available choices.

Goal: Effective and responsible decision making

Objective: The pupil will develop a systematic plan for making and evaluating decisions.

Steps In Making A Decision

1. Defining the problem — This is the most difficult and most often neglected step. Active listening on the teacher's part is critical. Keep the definition in "I statements" (I feel _____ when _____). For example, "Kids pick on me" becomes "I am uncomfortable when kids pick on me." Narrow the problem as much as possible (I am uncomfortable when Terry, Randy, Sue, and a couple of others pick on me in shop class, in the halls, and at lunch.) Remember, sometimes what the pupil sees as the problem is not what the teacher sees as the problem. This needs to be worked on cooperatively.

2. Stating the need — Turn the problem into a statement of what the pupil wants or needs (i.e., "I want the other kids to leave me alone" or "I want to be able to handle it when kids pick on me).

3. Brainstorming Strategies — List all possible ideas for a strategy. No one involved in the brainstorming should make evaluative comments. Stating a time limit for brainstorming is often helpful.

4. Evaluative Strategy — Discuss and list the probable consequences of each strategy. Mark off any that seem impractical or inappropriate.

5. Choose a strategy — Develop a system or plan for implementing the strategy.

6. Try it! Give it some time to work. Don't give up too early.

7. After a specified amount of time, determine if the strategy is working. If not, return to defining the problem and begin again.

4 Role Playing In The Classroom

Throughout the handbook, role playing or action learning is suggested as a learning activity. This section both provides background information on role playing and serves as a guide for teachers who choose to use the activity in the classroom.

In contrast to lectures, readings, and group discussions, role playing actively involves the pupil in the learning process. Role playing facilitates growth in problem solving capability by helping the pupil define a problem, generate alternatives, and anticipate consequences. The activity provides a structure for the pupil to see the world as others see it by putting him/herself in someone else's shoes. Role playing allows the pupil to experience situations not yet encountered and to explore alternative reactions to a situation. Through role playing, deepened sensitivity and insight into life are encouraged to develop. "I hear and I forget, I see and I remember, I do and I understand"* simply but clearly summarizes the power of experiencing different situations, concepts and relationships through action and involvement.

The Warm-Up

There are three phases to role playing, each of which must be completed before going on to the next one. The first phase, the warm-up, is the process of "getting ready." The completeness of the warm-up will determine how creative and fulfilling the activity may be. The warm-up acquaints the participants with the problem and involves the group emotionally in the situation. Its purpose is to generate spontaneity which becomes a catalyst for creativity. The warm-up often is a group discussion on specific content being studied. For example, a class may

*Attributed to a Chinese Proverb

be studying career education in which part of the content is learning how to apply for jobs. In a discussion, the class talks about good job interviewing skills. The teacher leading the discussion may ask what things could be done to insure that you are not hired. Pupils typically respond with actions ranging from the subtle (for instance, slouching or being late) to the outrageous (wearing a swimsuit or arguing with the interviewer). The class also discusses appropriate interview behavior. If the discussion is spontaneous and lively and ideas are flowing freely, the warm-up is complete.

Sometimes a warm-up occurs outside of lesson content and planning. For example, a pupil may come to class already "warmed up" because of an experience in another class, in the halls, or outside of school. Perhaps the pupil might have had a negative encounter with another teacher who, in frustation, embarrassed him/her in front of other pupils; s/he then comes to class upset. The teacher may involve the whole group in discussing the situation. While not criticizing the pupil's actions, the group may discuss what it feels like to be embarrassed, what happens to cause embarrassment, and perhaps how they may have embarrassed someone else. This "warms -up" the rest of the group to the situation. It is important to avoid spending too much time talking about the situation. Over-discussing dampens spontaneity. In role playing, the participants are asked to act first and think later (Shaftel, Shaftel).

Another method is to read a short story or play to its climax then "warm-up" the participants to acting out various possible endings. It is often helpful to begin a warm-up with a general exercise that involves some acting. For example, have the pupils pretend to be walking in deep snow, or on hot pavement while barefoot, or on marbles; have the pupils show how they might feel when they know that their parent is on the phone with their teacher, someone calls to invite them to a party, or they just failed a test.

The Enactment

Once warmed-up the group is ready for the second phase of role playing, the enactment.

In the first part of the enactment, the scene is set. This involves determining in detail the time in which the role playing is happening, what the physical setting is, what the circumstances are, and the roles the actors will play. In setting the scene it is helpful to speak in the present tense, first person and to physically set up the space by using chairs, desks, or whatever is available. For example, in the career education role play, the office where the interview takes place may be defined by moving some furniture and then describing the room. It is important to include characters like the receptionist, the interviewer, and the person being interviewed. The teacher must stress that there is no right way to play the roles, that the actors are playing their roles as they perceive them, and that their acting is not necessarily a reflection on themselves. It is critical that the teacher provide an atmosphere of trust, acceptance, and warmth. Feelings of either distrust and anxiety or excitement and enthusiasm for the process will be communicated to the pupils. The teacher should ask for volunteers, selecting pupils who reveal by their remarks that they have identified with certain characters. It is usually best to avoid choosing pupils for the first enactment who will act out an adult oriented, socially acceptable solution. Their enactment may result in suppressing the exploration of how the pupils feel. The observers need to know that they should not interrupt the role play with criticism or laughter. If an observer appears particularly anxious to contribute, s/he may be asked to assume a role. The observers can become participants by stopping the action and being asked for their perceptions

of the situation. Again the teacher must emphasize that the observers are not asked to judge how the actors are acting but are being asked to respond to what they are perceiving. The players need to know the boundaries of acting. No one can hit or push anyone or throw an object.

In our career education example, the pupils will be more likely to understand, after the enactment, what a prospective employer is looking for and what they need to do to be successful than if they had been lectured on the subject. Occasionally, an actor is left with no response. At this point, the teacher may ask him or her questions to heighten spontaneity, move someone else into the role, or end the scene.

The Sharing

Once the objectives of the role play have been met, the group is ready for the final phase of role playing, the sharing. The sharing is the process of making sense out of the experience. The players might discuss how they felt in their roles. The players and observers (including the teacher) may be asked to draw upon their experiences and discuss what they perceived in the role play. The teacher's role is to facilitate the pupil's ideas, not to be the explainer and concluder. It is wise for the teacher to avoid encouraging self-exposure of the pupils by asking, "Has this ever happened to anyone you know?" instead of, "Has this ever happened to you?" Through the sharing, new awarenesses and insights may be learned. The same situation may then be re-enacted. Since this is practicing a life situation, a second chance (and a third and fourth) is possible. Characters may keep the same roles, switch roles, or different players may be assigned to the roles.

The possibilities of situations to role play are limitless. A few ideas

to enact are: being excluded from a club program; how it feels to be handicapped; being with the advisor after a school yard fight; being accused of drinking by the coach; considering dropping out of school. Academic content also lends itself to role playing. For example, the pupils might enact the following: a United Nations Security Council meeting; convincing someone to buy a product; explaining how the world is round to a doubting audience; encountering a new and different culture. The aim of role playing, as of all affective curriculum, is to provide pupils with the skills of coping flexibly and realistically with life situations. Role playing can be an effective teaching method for allowing pupils, through experience, to learn and to grow.

NOTE: The above was adapted with permission from the article "Action Learning", by Sharon L. Hollander; Colorado Center for Psychodrama, Sociometry and Sociatry, 3601 South Huron, Englewood, CO 80110.

Recommended Reading

(available from the Professional Library)

Chesler, Mark and Fox, Robert; Role Playing Methods in the Classroom, Science Research Associates, Chicago, 1966

Hawley, Robert; Value Exploration Through Role Playing; Practical Strategies for Use in the Classroom, Hart Publishing Company, Inc. New York, 1975

Shaftel, Fannie R., and Shaftel, George; Building Intelligent Concern for Others Through Role Playing, National Conference on Christians and Jews, New York

5 Behavior Management Systems

The special education teacher draws on a variety of methods to structure an environment in which the pupil's behavior is conducive to learning both academic and social-emotional skills. The following behavior management systems are samples of how the special education classroom can be structured. No one system fits all pupils or all teachers. It is intended that the ideas presented here will stimulate other ideas which could be useful in a given setting.

It is critical that the teacher recognize when to begin de-emphasizing behavioral management techniques. A pupil must learn to function without points, contracts, and other techniques in order to succeed in a regular class. The same adjustments must also be made in how lessons are conducted (for example, more group emphasis, less individualized assignments) and in the amount of feedback given. It must be remembered that the pupil will not be given the type or the amount of feedback normally received in the special education class while in a regular, full sized class.

Point Systems

Point systems for behavior management should be simple, functional, and should not distract from learning. A well designed point system is a method of letting pupils know what behaviors earn points and how many points are earned. It clearly establishes which behaviors are appropriate and which are inappropriate. Point value can be assigned to attendance, punctuality, tests, assignments, homework, attitude, bringing materials, and to individual behavioral objectives. The amount of points assigned to any behavior weighs its importance. The criteria for earning points may be contracted for an individual pupil's

target behaviors or generalized to all pupils. Points earn reinforcements such as material goods, special activities, and grades. Reinforcement can occur on various schedules; for example, daily, weekly, or monthly. Often the best source of information in developing a point system is the pupil or class. Together the teacher and pupils can define behaviors that need to be changed and reinforcements that would be both effective and fair. Pupils tend to have more interest in working on behaviors if they are involved in the development of the management system. Remember to be patient. It takes time to develop a functioning system.

If the reinforcements come from a "store" of goods and activities, pupils accumulate points and determine when and on what to "spend" them. It is important that relative value of the goods and activities be clearly established. It should not be too difficult to earn "lower value" items such as pencils or candy, but it should take a fair amount of time or effort, or both, to earn a record or an extra P.E. class. By pairing praise and approval with the tangible reinforcers, social reinforcement become important and desirable. Also, it is critical that points and reinforcers begin to be de-emphasized as a pupil approaches mainstreaming. The best method for developing reinforcers is to ask the pupils what they want. It is important to consider school policy and rules in developing a point system.

Sample Reinforcers for Individuals

Objects

- records
- magazines
- combs
- school supplies
- calendar pictures
- paperback books
- alarm clocks
- posters
- radio headphones
- macrame (jute, yarn, dowels)
- calculators
- automobile manuals
- rubber blocks (for printing)
- coupon for McDonald's hamburger

Activities

- games and puzzles
- not taking a test
- typing
- looking at magazines
- grading papers
- working on models or crafts
- class time for homework
- time sitting in teacher's swivel chair
- "beauty parlor time"
- teacher assistant
- extra period in a favorite class

Sample Reinforcers for a Class

- movies
- reading plays
- being read to
- field trips
- audio-visual equipment
- watching a special T.V. program
- class debate

Other Ideas

- Collect throw-a-ways from faculty
- Order "good news" certificates from DPS
- Check with your Adopt-a-School Program for "freebees"
- Check out read-a-longs from Professional Library
- Make buttons, games at the IRC Lab
- Makes posters, notebooks at the IRC Lab
- Check the Idea Center at the IRC Lab
- Check the "freebees" at the IRC Lab
- Check with publishing houses for give-a-ways
- Buy tracing books and ditto puzzles (Target, teacher stores)
- Check local businesses for coupons (McDonalds, King Soopers, etc.)
- Alert pertinent people who can give positive reinforcement for behavior (parents, principal, social worker, nurse, etc.)
- Check the DPS warehouse for materials

Sample Point Systems

Sample I A pupil may earn 5 points per class. 1 point for punctuality, 1 point for positive behavior/attitude, and 3 points for doing assignes work. It is important that each of the above is clearly defined. For example, punctuality could mean being in a seat with materials out; positive behavior could include saying hello, putting books down quietly, appropriate comments to peers; and doing assigned work could mean getting started immediately, staying on task, completing the assignment. If grades are the reinforcer, a daily grade of an A could be earned by having 4 or 5 points or a weekly grade of a A could be earned by having 20 to 25 points. As a pupil's behavior progresses consider raising expectations. In a regular class, 80% (20 points) is not considered "A" work.

Sample II Points are earned or lost on the basis of defined behaviors (For example: attendance, positive comments, punctuality, and completed assignments. For further examples, see Behavior Tally Sample II.) Points are totaled weekly. The amount of points earned determines one's level for the following week. Each level allows certain privileges. Consider building policy and rules in allowing privleges.

Level I

0 - 5- Points earned per week

no privileges (hall passes, nurse, social workers, library passes)
no "free" time
no gum
no food
no drings
no sitting in bean bag
no changing seats or your desk
no listening to tapes

Level II

51 - 100 points per week

hall passes allowed
nurse / social worker passes allowed
gum allowed
sitting in bean bag allowed
no food
no drinks
no changing seats or your desk
no listening to tapes

Level III

101 - 150 points per week

hall passes allowed
nurse, social worker, and library passes allowed
gum allowed
sitting in bean bag allowed
listening to tapes allowed
may "purchase" items from the store
may change your study area
eating allowed

Level IV

151-200 points per week

all privileges from Levels I, II, and III and drinks allowed

Assignment Sheets

Assignment sheets organize both expected and completed pupil work. They assist the teacher in long and short range lesson planning and in record keeping. For the pupil, assignment sheets organize and inform him/her of the expected work, show long term progress, teach following directions both in and out of sequence, and measure the amount and quality of work being done. The following examples should be adapted to fit a teacher's "style" and the pupil's needs. Parts of several samples may be combined. Assignment sheets should be designed to encourage organization and progress and not to overwhelm a pupil with work to be completed.

Sample I

Assignment Sheet

Name _____

Date Started _____ Date Completed _____

Math work:

Reading work:

Writing work:

Behavior:

Sample II

Assignments

Name _____

Date _____

Subject _____

Objective _____

_____

Assignments:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Week's Grade _____

Contracts

A contract is a negotiated agreement between two or more parties. In the special education classroom a contract can be used to assist the pupil in defining what s/he needs or wants to learn, how to go about learning the task, and what can be expected upon successful mastery of the task. In designing a contract, the teacher can lead the pupil into stating what his/her own educational long or short term goals are. A negotiated agreement gives the pupil the responsibility for learning. If the pupil becomes frustrated with the task, the teacher may refer to the contract and ask the pupil for input on what needs to be changed: the objectives; the activity; the reinforcement; or the amount of time for completion. This approach should reduce anger or impatience felt toward the teacher and refocus the responsibility for achievement on the pupil. See the following sample contracts.

Sample I

Learning Contract

Date Begun _____ Date to be completed _____

Objective:

Activities:

Materials:

Grade (or other reinforcer) desired:

_____ _____

Student Signature Teacher Signature

Sample II

Performance Contract

Student _____ Teacher _____

Class _____ Period _____ Week of _____

Academic Objectives:

1. _____
2. _____
3. _____
4. _____

Assignments To Be Successfully Completed In Order To Receive Credit For The Week:

1. _____
2. _____
3. _____
4. _____
5. _____

Behavioral Objectives:

1. _____
2. _____
3. _____
4. _____
5. _____

Grade Desired: _____

I understand the requirements for the class and plan to meet the requirements necessary to receive a _____ (grade) for _____ (date).

_____ Date

_____ Signature of Student

_____ Signature of Teacher

Sample III

Learning Contract

Subject:_____

Long Term Objective #_____

Short Term Objective #_____

Activity:

_____

_____

_____

_____

_____

_____

Week of_____ Accuracy:_____

_____
Student Signature

_____
Teacher Signature

Notebooks

Notebooks (or folders) are used to organize assignments and materials They may be used in conjunction with contracts, assignment sheets, and other record keeping tools, or they may simply hold a day's or week's work. A pupil soon learns a routine that governs what is expected of him or her. This approach may more closely match expectations of a regular class.

An additional ten minute notebook assignment might be to keep a daily journal. The journal would assist the pupil in consciously reflecting his or her emotions. It is a technique which also encourages an alternative way of communicating with the teacher. The teacher may elect to write comments back to the pupil. The teacher should refrain from "correcting" the writing. Otherwise, the pupil's attempt at communicating might be inhibited. Feelings, thoughts, opinions, or just an accounting of activities may all be addressed. All comments should be treated as acceptable and confidential. The pupil should be encouraged to read his/her own journal after a period of time and perhaps discuss the content with the teacher.

Sample Notebooks

Sample I: Each pupil has an English folder. In it (in this order) is a spelling list, two specific skill series answer sheets (or similiar reading assignments), a list of words to be used in sentences, and an essay assignment. The work is done in the same order each week. Daily scores are marked directly on the work sheets. Grades are recorded on a daily grade sheet kept by the teacher for the entire class. This is kept where the pupil can have access to it at all times.

Sample II: Each pupil receives a week's work in a notebook (folder). It is up to the pupil to decide what is done first, second, and so forth. At the end of the week, the notebook is graded and the grades are recorded on the work and on a master grade sheet. The work is moved to a cumulative file and new work is inserted.

Behavior Tallies

A behavior tally may reveal a pattern of behaviors over a given period of time. An effectively designed tally clearly states behaviors and can be easily and quickly marked to indicate the occurrence of a behavior. The tally can be used to pin-point behavioral objectives and to confer with the pupil, parents, and other professionals about strong and weak areas and the progress being made. Sometimes a single behavior may be a problem behavior for one pupil and a desired behavior for another. The behaviors on the following tallies should be changed to fit the needs of a given pupil, class, or teacher. See the following sample behavior tallies.

Sample I

Behavior Tally

Name _____

Week of _____

	POINTS				
SUBJECT/PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TOTAL POINTS					

Record the plus and minus points and the letter indicating the behavior exhibited. Add the total points daily and weekly.

Plus Points (point value in parenthesis)

A. doing an assignment ( )
B. on time, in seat when bell rings ( )
C. bringing necessary materials ( )
D. clean work area when leaving ( )
E. polite responses or questions ( )
F. ignoring others' inappropriateness ( )
G. starting work by self ( )
H. turning work in correctly on Friday ( )

Minus Points (point value in parenthesis)

I. arguing with teacher decision ( )
J. tardy ( )
K. lack of materials ( )
L. messy work area ( )
M. being impolite ( )
N. interrupting ( )
O. not working on assignment ( )
P. referral ( )

NOTE: Point value can be established to emphasize selected target or desired behaviors. The class (or teacher) should decide how many points merit what reinforcers.

Sample II

Behavior Tally Sheet

Name _____ Period _____

Week of _____

Behavior	Day of Week									
	Monday		Tuesday		Wednesday		Thursday		Friday	
	Problem	No problem	Problem	No problem	Problem	No problem	Problem	No problem	Problem	No problem
Attendance										
Punctuality										
Appropriate language										
In seat										
Cooperation with peers										
Cooperation with teacher										
Talking only in turn										
On task										
Attentive										
Respect for property										
Listening										
Raising hand										
Cleaning-up										

Grade Sheets

Grade sheets organize the daily and/or weekly grades for a single pupil or for a class. At a glance, the teacher and pupil can see what has been done, how well, and what remains to be done.

Sample I

Weekly Grade or Point Sheet

Class _____

Week of _____ Period _____

Pupil's Name	Spelling	Vocab.	Comp.	Grammar	Writing	Total Points or Average Grade

Sample II

Grade and Behavior Progress

Name _____

Grading Period _____

Grade Progress

Period _____ Subject _____

Date	Assignment	Grade	Date	Assignment	Grade
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Date	Assignment	Grade	Date	Assignment	Grade
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Behavior Progress

Date _____

Objective(s) _____

_____

Progress by day or week _____

Comments: _____

_____

_____

Charts

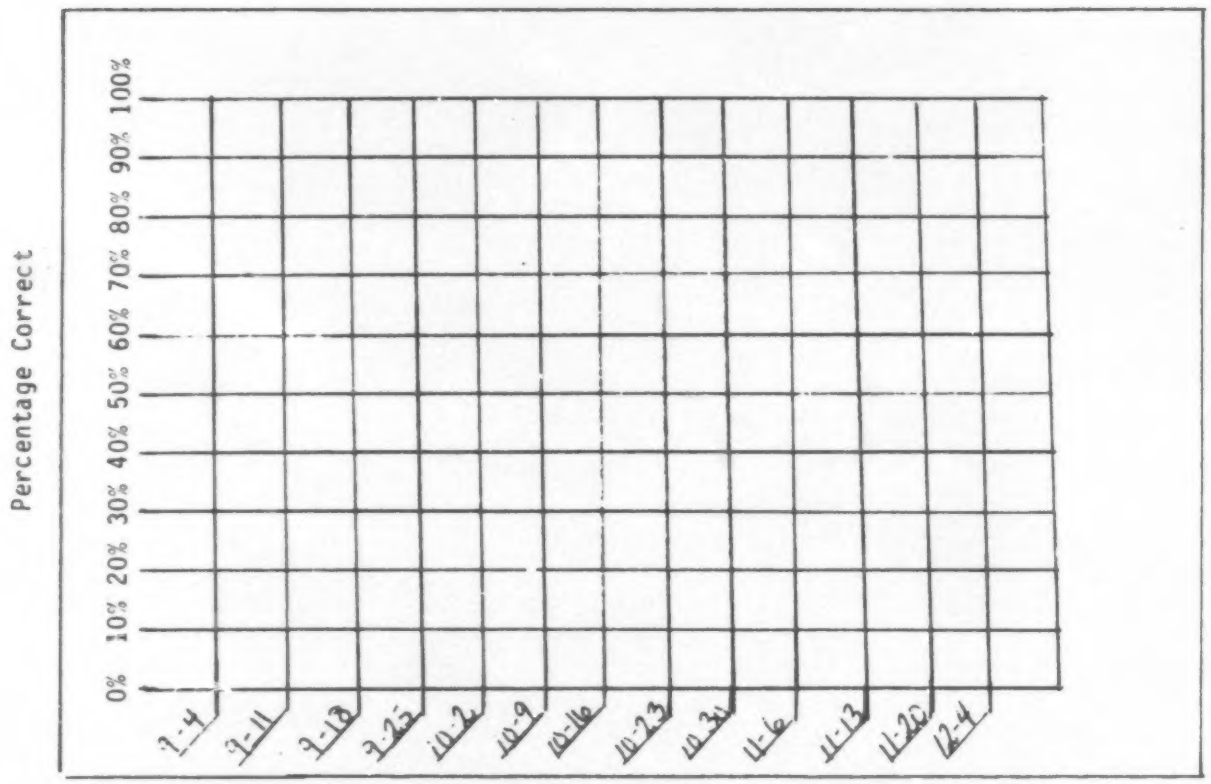
Points, grades, and behavioral progress can be charted for an individual pupil or for a whole class. Charts can be printed on 8½x11 paper, wall board, or construction paper. They may indicate attendance, grades, points, or progress toward objectives.

Sample I

Spelling Grades

Pupil _____

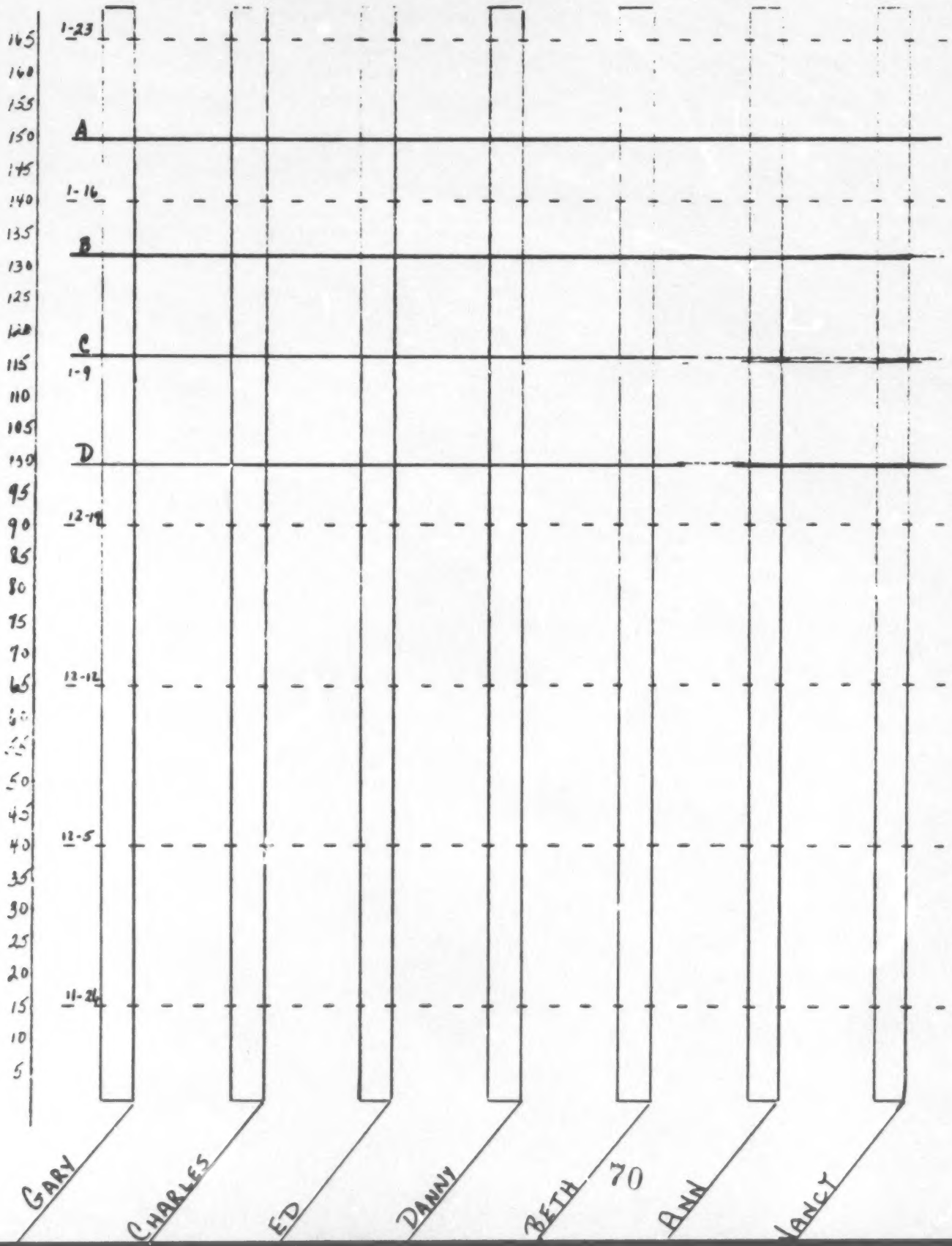
Dates: From _____ To _____



Sample II

Class Grades

Class _____ Period _____



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